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ABSTRACT

This study was conducted to determine the relationship between use of the academic library and the classroom program at DePauw University, a small, four-year liberal arts college. Recorded circulation from the three campus libraries for the second semester of 1975-76 was studied and related to such variables as declared academic major, academic class, sex, SAT scores, high school class size, high school class rank, and semester grade point average of all 2,217 on-campus students. No meaningful relation between recorded library circulation and these variables could be found. The study confirmed other similar studies dating back to the 1930's in that a large percentage of the students made no use of the academic library and only a small minority made appreciable use of the academic library. In this study students tended to circulate library items from only one library during the semester and not check out materials from the other two libraries on campus. The study emphasized the role of the classroom instructor in determining the student use of the library. (Author/FM)

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STUDENT USE OF THE LIBRARIES

AT DEPAUW UNIVERSITY

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STUDENT USE OF THE LIBRARIES

AT DEPAUW UNIVERSITY

Introduction

In 1940, Harvie Branscomb published the results of several studies of student use of academic libraries in his book Teaching With Books. From examining these early studies, Branscomb concluded "undergraduates do not make very much use of the college or university book collection."[1] Equally important, he also found that this lack of use of the academic library had very little, if any, effect on students' academic success.[2] Branscomb's findings were confirmed in the early 1950's by Patricia Knapp's notable library use study at Knox College; she concluded that "use of the library is not an essential element, perhaps not even an important element, in the education of the college student."[3] Since Branscomb's book and Knapp's research, numerous studies of student use of the academic library have been completed. By 1965, Woods identified and analyzed twenty-five such studies.[4]

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[1]Harvie Branscomb, Teaching With Books (Chicago: Association of American Colleges, 1940), p. 37.

[2]Ibid., p. 47.

[3]Patricia B. Knapp, College Teaching and the College Library (Chicago: American Library Association, 1959), p. 1.

[4]William E. Woods, "Factors Influencing Student Library Use: An Analysis of Studies, (1930-1964)," Unpublished M.A. paper, University of Chicago, 1965.

In 1974, the writer conducted a library use study at Kearney State College, and found that during the last half of the second semester fifty-three percent of the full-time undergraduates did not circulate any library items.[5] That finding suggested the pattern of student non-use of the academic library first reported by Branscomb almost two generations ago still continues. The study at Kearney State College was of students at a state college with virtually open admissions. Almost all the students were residents of Nebraska, and a high proportion of them were the first generation of their families to attend college. It is of interest to determine if use of the academic library follows a different pattern at a more selective institution drawing upon students with a more varied background and exhibiting higher academic potential.

DePauw University and Its Libraries

Founded in 1837, DePauw University is a small liberal arts institution with a long history of academic excellence. During the period of this study the enrollment was approximately 2,300 students. While a majority of the students were from Indiana and neighboring states of Illinois and Ohio, a recent freshman class had representatives from twenty-seven states and six foreign countries. The following data indicate the academic background and scholastic aptitude of the entering freshmen for the fall semester of 1976.

High School Rank

Upper 10%	Men	25%
	Women	45%
Upper 25%	Men	48%
	Women	70%

[5] Larry Hardesty, "The Academic Library: Unused and Unneeded?" Library Scene, 4 (December 1975/March 1976), pp. 14-16.

Average SAT Scores

Math	Men	550
	Women	508
Verbal	Men	485
	Women	497

DePauw University has three major libraries on its campus: the Roy O. West Library (the main library); the Prevo Science and Mathematics Library; and the Performing Arts Library (the music library). The main library was built during the mid-1950's and consists of a large four story brick building. The science and mathematics library is part of the Science and Mathematics Building completed during the early 1970's, and the Performing Arts Library opened during the fall of 1975 with the completion of the new Performing Arts Center.

During the second semester of the 1975-76 academic year, the libraries contained approximately 169,000 monograph volumes, 34,000 bound periodical volumes, and 115,000 United States government publications. Approximately 4,000 monographs were acquired during the 1975-76 academic year, and approximately 1,000 periodical subscriptions were in effect during that year. The libraries have a seating capacity for approximately one-third of the entire student body.

Methodology

During the second semester of the 1975-76 academic year all general circulation cards from the three major libraries were kept daily as the circulated materials were returned to the libraries. At that time the only items allowed to circulate were books and select government publications. At the end of each day the circulation cards were manually alphabetized and matched with a list of names of the students currently enrolled in on-campus classes. Since DePauw University is primarily a residential campus,

only a small number of students were excluded from the list.

The following are the objectives of this study:

1. To depict the pattern of student use of the libraries at a small liberal arts college.

2. To relate the pattern of student use of the libraries to major field of study, sex, high school background, SAT scores, and semester grade point average.

3. To relate the pattern of student use of the libraries at DePauw University to similar studies conducted at other academic institutions.

Assumptions

A major assumption made by the writer in this study is that circulation statistics are an accurate measure of library use. It is recognized that individuals may not read the materials they check-out from the library in the same degree, nor do circulation statistics reflect all the uses of the library. Morris Hamburg made two key assumptions as part of a rationale for using circulation figures as a measure of library use:

1. Exposure of an individual in the library population to any document obtained through the library does enhance his self-development, and, through this means of informal or formal education, yields a benefit to society.

2. The amount of societal benefit does not vary greatly from one individual exposure to another.[6]

These two assumptions provide a rationale for counting each library circulation as equal.

A second important question is whether library circulation reflects in-library use of materials by students. In her landmark study at Knox College, Patricia Knapp found that students who use library materials in

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[6]Morris Hamburg and others, Library Planning and Decision-Making Systems (Cambridge, Massachusetts: The MIT Press, 1974), p. 23.

the library are well-represented by circulation records.[7] This provides the rationale in this study for assuming that circulation records are reliable indicators of student use of the academic library.

Results

Several researchers have found that a large percent of the students makes little use of the academic library and a small percent of the students is responsible for most of the library circulation. Table One indicates that this situation also exists at DePauw University. Of the 2,217 students enrolled in on-campus classes during the semester of the study, forty-one percent did not circulate even one library item during the semester. If the circulation of three items per month were used to describe "heavy library users" then only about ten percent of the students could be included in this category. Harvie Branscomb used the term "negligible use" to describe the withdrawal of less than one book per month.[8] At DePauw University almost seventy percent of the students would be included in this category.

In 1940, Branscomb concluded that the average college student circulated from the general collection of his or her institution about twelve books per year.[9] Knapp reached a similar conclusion in 1954 at Knox College.[10] In 1962-63, Vernon Ritter surveyed 117 small four year colleges

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[7] Knapp, College Teaching, p. 4.

[8] Branscomb, Teaching With Books, p. 29.

[9] Ibid., p. 27.

[10] Patricia B. Knapp, "Suggested Program of a College Instruction in the Use of the Library," Library Quarterly, XXVI, (July, 1956), p.19.

TABLE ONE

USE OF THE DEPAUW UNIVERSITY
LIBRARIES BY STUDENTS
2ND SEMESTER 1975-76 ACADEMIC YEAR

NUMBER OF RECORDED CIRCULATIONS	NUMBER OF STUDENTS	PERCENT OF TOTAL ON-CAMPUS STUDENTS
0	908	41.0%
1	195	8.7
2-5	481	21.7
6-10	325	14.7
11+	309	13.9
		100.00
Total Number of Students	2,217	
Average Circulation per Student	4.56	

and found the average circulation per student for an academic year to be 15.9 items, with a range from 10.2 to 78.8.[11] If the circulation of the students at DePauw University for the one semester is doubled to approximately the circulation for an academic year, the resulting average per student circulation (9.12) is lower than at any of the small four year schools responding to Ritter's survey. Table Two, adapted from Woods[12] (who in turn adapted it from Branscomb[13]), is a summary of various studies of general circulation of library items.

The most recent large-scale study of general library circulation has been done by Stanley Benson, library director at Oklahoma Baptist University. During the summer and fall of 1974, he conducted a survey of 241 four year liberal arts colleges and found the mean number of books charged out per student for the year for all the institutions to be 16.68.[14] The range of circulation was from 1.4 books circulated per student for the year to 44.5 books circulated, with a standard deviation of 7.26 books. Table Three displays the results of Benson's survey with the addition of the figures for this study.[15] From his returns, Benson concluded:

> While the academic library collections have grown tremendously

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[11] Vernon R. Ritter, "Recorded Library Use in Small Four-Year Colleges, 1962-63," College and Research Libraries, 25 (September, 1964), pp. 391-392.

[12] Woods, "Factors Influencing Student Library Use," pp. 33-35.

[13] Branscomb, Teaching With Books, p. 26.

[14] Stanley H. Benson, Recorded Library Use Statistics for Four-Year Liberal Arts Institutions, 1973/74, U.S., Educational Resources Information Center, ERIC Document ED 119 658, July, 1976.

[15] Ibid., p. 5

TABLE TWO

SUMMARY OF STUDIES OF RECORDED CIRCULATION OF
GENERAL COLLECTION LIBRARY ITEMS
BY STUDENTS

Study	Group Studied	Length and Date of Period	Student Average Equated to Academic Year
Eurich	8,362 Students of University of Minnesota	Typical week, Fall 1930	11.80 volumes
Carnovsky	About 255 Men, University of Chicago	Three Quarters, 1931-32	12.76 volumes
Waples	35 Colleges in North Central Association	Second Semester, 1932-33	11.10 Titles
McDiarmid	2,278 Students in 7 Colleges in North Central Association	Second Semester, 1932-33	13.8 Titles
Branscomb's University A	2,292 Students in an Eastern University	Second Half of Spring Term 1936-37	12.36 volumes
Branscomb's University B	836 Students in a Men's Liberal Arts College	Nine weeks each: Spring Semester 1937 and Fall 1938	10.40 volumes
Harry L. Johnson	2,428 Students in 5 Midwestern Colleges	Academic Year, 1937-38	11.36 volumes
B. Lamar Johnson	Midwest Women's Junior College	Academic Year, 1937-38	36.94 volumes
Hirsh	Sarah Lawrence College	Academic Year, Late 1930's	43-50 volumes
Hirsh	Bard College	Academic Years; 1936-37 and 1938-1939	Nearly 80 volumes

TABLE TWO
CONTINUED

Study	Group Studied	Length and Date of Period	Student Average Equated to Academic Year
Thompson & Nicholson	586 Students of Dickinson College	Fall Semester, 1938	21.76 volumes
Steig	Hamilton College	Fall and Spring	
	316 Students	1938-39	18.4 Titles
	418 Students	1939-40	20.34 Titles
Knapp	758 Students Knox College	Spring Semester, 1954	12.0 volumes
Ritter	Students of 117 Small Four Year Colleges	Academic Year, 1962-63	28.2 volumes
Barkey	2,967 Students Eastern Illinois University	30 Day Period, Spring 1962	12.8 volumes
Hostrop	419 Full-Time Students, College of the Desert	Final 13 weeks of Fall Semester, 1965-66	14.52 Titles or 18.96 volumes
Hardesty	2,793 Full-Time Students, Kearney State College	Final 7 weeks of Spring Semester, 1973-74	10.6 volumes
Benson	241 Four-Year Liberal Arts Colleges	Academic Year, 1973-74	16.58 volumes
Hardesty	2,217 On Campus Students, DePauw University	Second Semester, 1975-76	9.12 volumes

TABLE THREE

BENSON'S LIBRARY SURVEY STATISTICS
ACCORDING TO SIZE OF INSTITUTIONS

Size of Schools FTE Enrollment	Number of Schools	Ave. Number of Volumes Held by Library	Ave. Number of Volumes per Student	Average Number of Books Charged per Student per Year
750-999	65	79,209	92.2	19.12
1,000-1,499	90	102,534	86.5	16.97
1,500-1,999	45	113,510	66.5	16.07
*2,000-2,999	29	114,098	48.9	14.09
3,000-8,659	12	162,304	37.5	9.93
Totals/ Averages	241	102,658	77.3	16.68
*DePauw University 2,217		169,000	76.2	9.12

> in the 35 years since Branscomb's basic study, the recorded circulation of library materials, reflected in this survey, does not seem to have increased significantly.[16]

The results of the study at DePauw University appear to confirm this conclusion.

Not only has circulation failed to increase significantly over the years, but also a relatively small percent of the student body continues to account for a large percent of the books circulated. Knapp reported from her studies:

> No matter how the students were grouped, the pattern of circulation within the group followed the same distribution as that for the student body as a whole. A few students borrowed a great many books; many students borrowed few or none.[17]

Table Four indicates that this pattern of circulation also exists at DePauw University. Ten percent of the students accounted for almost half of the circulation of library materials. Stated another way, without that ten percent, circulation of library materials would have been cut in half.

Several researchers have found that the average circulation increases from the freshman to the senior year.[18] Also, many have found women to circulate more items from the library than men.[19] Both patterns were found to exist at DePauw University, as indicated by Table Five.

There also appears to be a relationship between major field of study and student use of the library. Most investigators have found that

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[16] Ibid., p. 6.

[17] Knapp, "College Instruction in the Use of the Library," p. 22.

[18] Knapp, College Teaching, pp. 26-27.

[19] Woods, "Factors Influencing Student Library Use," p. 41.

TABLE FOUR

AVERAGE USE OF DEPAUW UNIVERSITY
LIBRARIES BY STUDENTS ACCORDING TO DECILE
2ND SEMESTER 1975-76 ACADEMIC YEAR

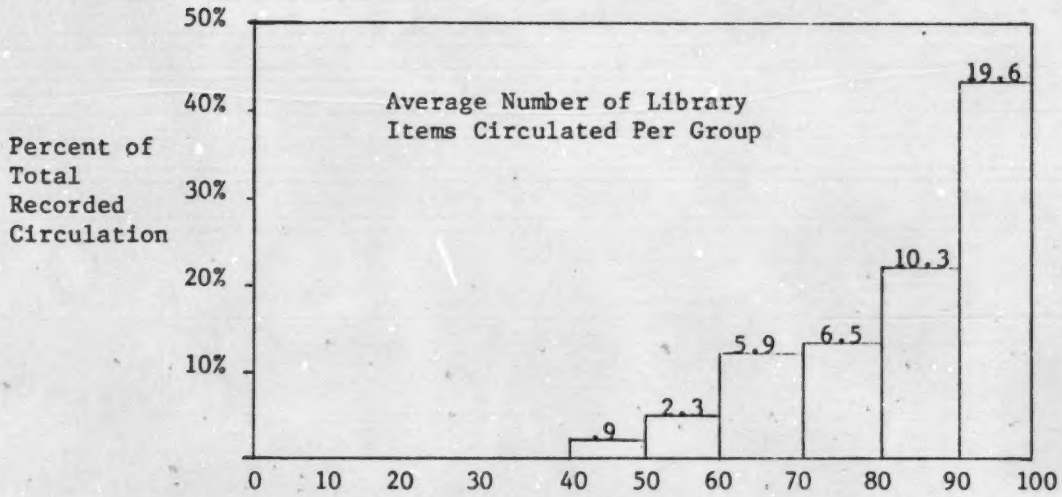

TABLE FIVE
USE OF THE DEPAUW UNIVERSITY
LIBRARIES BY STUDENTS ACCORDING TO CLASS AND SEX
2ND SEMESTER 1975-76 ACADEMIC YEAR

	RECORDED CIRCULATION						
	0	1	2 - 5	6 - 10	11+	Students	Average Circulation
FRESHMEN	232(38%)	62(10.2%)	158(25.9%)	87(14.3%)	71(11.6%)	610	4.0
MEN	117(41.2%)	24(8.5%)	73(25.7%)	40(14.1%)	30(10.6%)	284	3.7
WOMEN	115(35.3%)	38(11.7%)	85(26.1%)	47(14.4%)	41(12.6%)	326	4.4
SOPHOMORES	258(44.5%)	60(10.3%)	130(22.4%)	76(13.1%)	56(9.7%)	580	3.9
MEN	144(52.6%)	23(8.4%)	57(20.8%)	28(10.2%)	22(8.0%)	274	3.3
WOMEN	114(37.3%)	37(12.1%)	73(23.9%)	48(15.7%)	34(11.1%)	306	4.4
JUNIORS	143(37.1%)	25(6.5%)	94(24.4%)	55(28.6%)	68(17.7%)	385	5.2
MEN	72(36.0%)	13(6.5%)	51(25.5%)	27(13.5)	37(18.5%)	200	5
WOMEN	72(38.9%)	12(6.5%)	43(23.2%)	28(15.1%)	30(16.2%)	185	5.4
SENIORS	129(28.1%)	37(8.1%)	86(18.7%)	98(21.4%)	109(23.7%)	459	6.9
MEN	58(25.9%)	22(9.8%)	43(19.2%)	52(23.2%)	48(21.4%)	224	6.8
WOMEN	71(30.2%)	15(6.4%)	42(17.9%)	46(19.6%)	61(26%)	235	7.1

TABLE FIVE
CONTINUED

	0	1	2 - 5	6 - 10	11+	Students	Average Circulation
*GRADUATE	75(80.6%)	5(5.3%)	5(5.3%)	5(5.3%)	2(2.2%)	93	.87
MEN	28(70.0%)	4(10%)	2(5.0%)	3(7.5%)	2(5.0%)	40	1.6
WOMEN	47(88.7%)	2(3.8%)	3(5.7%)	1(1.9%)	0(0%)	53	.32
OTHER	70(77.8%)	4(4.4%)	8(8.9%)	4(4.4%)	4(4.4%)	90	1.45
MEN	27(81.8%)	0(0%)	4(12.2%)	1(3%)	1(3%)	33	1.06
WOMEN	44(77.2%)	4(7.0%)	4(7.0%)	3(5.3%)	2(3.5%)	57	1.68
TOTAL							
MEN	446(42.3%)	86(8.2%)	231(21.9%)	152(14.4%)	140(13.3%)	1055	4.3
WOMEN	462(39.8%)	108(9.3%)	350(21.5%)	173(14.9%)	169(14.5%)	1162	4.8
TOTAL	41%					2217	4.56

*The graduate students included in the study were mostly part-time students enrolled in only one or two evening courses, and, as a result, made very little use of the libraries.

disciplines in the social sciences and the humanities account for the bulk of library circulation, with the areas economics, history, English, art, sociology, philosophy, and religion generating more circulation.[20] The data in this study were limited to upperclass students because it was assumed they would be enrolled predominantly in courses in their major field. Table Six indicates considerable diversity in library use at DePauw University with respect to academic majors. The upper level students majoring in the humanities and social sciences did average, as a group, more library circulations. However, no group averaged more than 16.5 library items circulated during the semester, and that figure was achieved by only two computer science students (hardly a large group). Even in history and English some upper level students did not circulate any items.

Almost thirty years ago Harvie Branscomb asked of those students not using the library:

> Are they misfits and failures along with others who barely get by, but are retained by college authorities in hopes of some later blossoming of talent heretofore unrevealed?[21]

One researcher, Howard Clayton, concluded from his study that:

> . . . it then appears college students who do not rely on the library for much of their academic achievement are not necessarily failures, misfits, or even late starters.[22]

Tables Seven and Eight display the relationships for DePauw University

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[20] Ibid., p. 46.

[21] Branscomb, Teaching With Books, p. 35.

[22] Howard Clayton, "An Investigation of Various Social and Economic Factors Influencing Student Use of the Library (unpublished PhD dissertation, University of Oklahoma, 1965), p. 2.

TABLE SIX
USE OF DEPAUW UNIVERSITY
LIBRARIES BY JUNIOR AND SENIOR
STUDENTS ACCORDING TO SEX AND DECLARED MAJOR
2ND SEMESTER 1975-76 ACADEMIC YEAR

	NO CIRCULATION	AVERAGE CIRCULATION	NUMBER OF STUDENTS
NO MAJOR	6(67%)	3	9
MEN	4(67%)	1.5	6
WOMEN	2(67%)	6	3
ART	7(35%)	7.4	20
MEN	2(50%)	2.8	4
WOMEN	5(31.3%)	8.7	16
BACTERIOLOGY AND BOTANY	12(54.5%)	1.3	22
MEN	3(42.9%)	1.0	7
WOMEN	8(53.3%)	1.5	15
COMPUTER SCIENCE	0(0%)	16.5	2
CHEMISTRY	18(48.6%)	4.0	37
MEN	12(42.9%)	4.4	28
WOMEN	5(55.6%)	2.7	9
COMM. ARTS	12(23.5%)	8.1	51
MEN	5(20%)	7.8	25
WOMEN	7(26.9%)	8.5	26
EARTH SCIENCES	6(46.2%)	1.7	13
MEN	6(54.5%)	1.3	11
WOMEN	0(0%)	3	2
ECONOMICS	30(30.6%)	7.6	98
MEN	25(32%)	6.4	78
WOMEN	5(25%)	12.3	20

TABLE SIX
CONTINUED

	NO CIRCULATION	AVERAGE CIRCULATION	NUMBER OF STUDENTS
EDUCATION	11(29.7%)	5.5	37
MEN	0(0%)	3	1
WOMEN	11(30.6%)	5.6	36
ENGLISH	14(18.9%)	9.1	74
MEN	11(35.5%)	6.5	31
WOMEN	3(7.0%)	11	43
GERMAN AND RUSSIAN	0(0%)	14	2
HISTORY	4(9.8%)	12.2	41
MEN	2(8%)	11.44	25
WOMEN	2(12.5%)	13.25	16
MATH	12(48%)	3.4	25
MEN	5(38.5%)	5.2	13
WOMEN	7(58.3%)	1.5	12
MUSIC	10(21.3%)	5.4	47
MEN	3(20%)	2.9	15
WOMEN	6(18.8%)	6.5	32
NURSING	45(90%)	.28	50
MEN	---	---	---
WOMEN	45(90%)	.28	50
PHYSICAL EDUCATION	4(30.8%)	3.5	13
MEN	3(37.5%)	2	8
WOMEN	1(20%)	4.2	5

TABLE SIX
CONTINUED

	NO CIRCULATION	AVERAGE CIRCULATION	NUMBER OF STUDENTS
PHILOSOPHY AND RELIGION	3(13.0%)	10.7	23
MEN	3(20%)	11.6	15
WOMEN	0(0%)	9	8
PHYSICS	0(0%)	9	7
MEN	0(0%)	8	6
WOMEN	0(0%)	15	1
POLITICAL SCIENCE	18(28.6%)	6.4	63
MEN	9(23%)	6.5	39
WOMEN	9(37.5%)	6.2	24
PSYCHOLOGY	30(31.9%)	4.8	94
MEN	15(31.3%)	4.5	48
WOMEN	15(32.6%)	5.0	46
ROMANCE LANGUAGE	1(4.3%)	8.6	23
MEN	0(0%)	9	5
WOMEN	1(5.6%)	8.5	18
SOCIOLOGY AND ANTHROPOLOGY	4(13.3%)	8.4	30
MEN	2(12.5%)	8	14
WOMEN	2(14.3%)	8	14

TABLE SIX
CONTINUED

	NO CIRCULATION	AVERAGE CIRCULATION	NUMBER OF STUDENTS
ZOOLOGY	25(39.7%)	3.2	63
MEN	19(46.3%)	2.4	41
WOMEN	6(27.3%)	3.8	22
TOTAL	272(32.2%)	6.1	844
MEN	130(30.7%)	5.9	424
WOMEN	143(34.0%)	6.3	420

TABLE SEVEN
CORRELATION BETWEEN
RECORDED CIRCULATION AND SELECTED VARIABLES
2ND SEMESTER 1975-76 ACADEMIC YEAR

	VERBAL SAT	MATH SAT	TOTAL SAT	CLASS SIZE	CLASS RANK	SEM. GRADE POINT AVERAGE	TOTAL NUMBER
ALL STUDENTS	.16*	.12*	.14*	.05	.14*	.05	2217
WOMEN	.17*	.14*	.16*	.07	.16*	.01	1162
MEN	.17*	.11*	.14*	.04	.11*	.08	1055
FRESHMEN	.02	-.03	-.03	-.05	.06	-.05	610
WOMEN	-.02	-.04	-.03	-.08	.04	.04	326
MEN	.1	.01	.05	-.02	.07	.06	284
SOPHOMORES	.06	-.004	.03	.01	.06	.05	580
WOMEN	.05	.04	.05	.04	.07	.09	306
MEN	.08	-.03	.02	-.02	.02	.02	274
JUNIORS	.05	.02	.04	-.09	.02	.1	385
WOMEN	.08	.02	.05	-.14	.009	.16	185
MEN	.02	.02	.02	-.02	.03	.05	200

TABLE SEVEN
CONTINUED

	VERBAL SAT	MATH SAT	TOTAL SAT	CLASS SIZE	CLASS RANK	SEM. GRADE POINT AVERAGE	TOTAL NUMBER
SENIORS	.09	-.01	.04	.04	.04	.04	459
WOMEN	.04	-.05	-.01	.07	.04	-.01	235
MEN	.14	.03	.1	.02	.03	.16	224
GRADUATES	.33*	.29*	.31*	.33*	.33*	.07	93
WOMEN	.21	.22	.21	.18	.21	.06	53
MEN	.33	.29	.31	.41	.36	.20	40

* Significant at 95% confidence level

TABLE EIGHT
CORRELATION BETWEEN
RECORDED CIRCULATION AND SELECTED VARIABLES
FOR JUNIORS AND SENIORS ACCORDING TO MAJOR FIELD
2ND SEMESTER 1975-76 ACADEMIC YEAR

	VERBAL SAT	MATH SAT	TOTAL SAT	CLASS SIZE	CLASS RANK	SEM. GRADE POINT AVERAGE	TOTAL NUMBER
UNDECLARED							
JUNIORS	.22	.16	.19	.19	.35	.44	6
SENIORS	.35	-.87	-.51	.95	.10	.59	3
ART							
JUNIORS	.38	.23	.35	-.16	.45	.29	8
SENIORS	.45	.23	.26	.40	.46	.40	12
BOTANY AND BACTERIOLOGY							
JUNIORS	-.28	-.25	-.28	.17	.07	.12	11
SENIORS	.11	.34	.25	-.42	.02	.14	11
CHEMISTRY							
JUNIORS	.04	.02	.03	-.03	.11	-.31	17
SENIORS	.24	-.07	.08	.002	.12	-.03	20
COMMUNICATION ARTS							
JUNIORS	.44	.25	.37	-.34	.15	.40	22
SENIORS	.22	.13	.19	-.07	.15	-.18	29

TABLE EIGHT
CONTINUED

	VERBAL SAT	MATH SAT	TOTAL SAT	CLASS SIZE	CLASS RANK	SEM. GRADE POINT AVERAGE	TOTAL NUMBER
EARTH SCIENCE							
JUNIORS	.0	-.09	-.04	.11	-.21	-.19	5
SENIORS	-.07	.25	.11	.44	.52	.36	8
ECONOMICS							
JUNIORS	-.39	-.39	-.43*	-.10	-.19	-.21	38
SENIORS	-.13	-.20	-.17	-.13	.01	.01	60
EDUCATION							
JUNIORS	-.06	-.23	-.02	.40	-.02	.15	16
SENIORS	.37	.35	.37	.39	.23	.09	21
ENGLISH							
JUNIORS	.25	.11	.23	.01	.23	.26	29
SENIORS	.09	-.14	-.28	.1	.18	.23	45
HISTORY							
JUNIORS	.41	.41	.42	-.08	.38	.41	21
SENIORS	.29	-.18	.06	-.27	-.19	.34	20

TABLE EIGHT
CONTINUED

	VERBAL SAT	MATH SAT	TOTAL SAT	CLASS SIZE	CLASS RANK	SEM. GRADE POINT AVERAGE	TOTAL NUMBER
MATH							
JUNIORS	.45	.45	.47	-.50	.15	.59	7
SENIORS	-.09	-.25	-.20	-.004	-.45	-.09	18
MUSIC							
JUNIORS	-.06	-.19	-.14	-.29	.02	.3	23
SENIORS	.04	.17	.12	.33	.07	.08	24
NURSING							
JUNIORS	-.19	.06	-.07	-.03	.04	-.15	29
SENIORS	-.13	.06	-.03	-.14	-.29	-.10	21
PHYSICAL EDUCATION							
JUNIORS	.84	.42	.65	-.53	.50	.92	6
SENIORS	.03	-.67	-.43	.89*	-.33	-.30	7
PHILOSOPHY AND RELIGION							
JUNIORS	.33	.52	.44	.07	.59	.22	12
SENIORS	-.17	.25	.06	-.15	.76*	.09	11

TABLE EIGHT
CONTINUED

	VERBAL SAT	MATH SAT	TOTAL SAT	CLASS SIZE	CLASS RANK	SEM. GRADE POINT AVERAGE	TOTAL NUMBER
PHYSICS							
JUNIORS	.18	.79	.59	.52	.82	.37	4
SENIORS	-.58	.35	-.23	-.99	-.58	.42	3
POLITICAL SCIENCE							
JUNIORS	-.45	-.47	-.48*	-.20	-.53*	-.36	26
SENIORS	.21	-.05	.08	-.04	.14	.19	37
PSYCHOLOGY							
JUNIORS	.04	.07	.05	-.04	.17	.12	45
SENIORS	.29	.10	.22	.01	.13	.19	49
ROMANCE LANGUAGE							
JUNIORS	.001	.04	.02	-.2	.18	-.23	9
SENIORS	.16	.08	.12	-.03	.07	-.23	14
SOCIOLOGY AND ANTHROPOLOGY							
JUNIORS	-.19	.04	-.08	-.09	-.6	.22	13
SENIORS	.16	.32	.28	-.4	-.75*	.17	17

TABLE EIGHT
CONTINUED

	VERBAL SAT	MATH SAT	TOTAL SAT	CLASS SIZE	CLASS RANK	SEM. GRADE POINT AVERAGE	TOTAL NUMBER
ZOOLOGY							
JUNIORS	.24	.30	.28	-.13	-.11	.12	38
SENIORS	.04	-.16	-.07	.41	-.05	.07	25

*Significant at the 95% Confidence Level

students between library circulation and verbal SAT scores, mathematical SAT scores, total SAT scores, high school class size, high school rank, and current semester grade point average.

The use of Pearson product moment correlation to examine the relationship between circulation and these factors does little to dispute the findings of earlier researchers. Seldom has it been found possible to discriminate between students who circulate library items and those who do not based on such variables as scholatic aptitude, grade point average, or high school rank.

While in a few cases in this study a statistically significant relationship can be established between library circulation and other factors listed, seldom is the correlation strong enough to be meaningful. For example, the correlation between the verbal SAT score and library circulation for all the students is .16 and is statistically significant at the 95% level of confidence (Refer to Table Seven). However, when this figure is squared to determine the amount of variation in circulation that is accounted for by variation in the verbal SAT score, less than three percent of the variation in circulation can be accounted for by variation in the verbal SAT scores.

There is no statistically significant relationship between the current semester grade point average and library circulation. Even when the students are divided by their major field of study in their junior and senior years, as indicated in Table Eight, there is little evidence that library use (or non-use) relates to the various measures of scholastic aptitude or achievement used in this study. Commenting on similar findings, Ritter observed:

> The instructors have in effect been saying by grading standards: the students can do above average work in a large segment of the curriculum without recorded use of the library.[23]

This strongly suggests that use of the academic library has little to do with academic performance.

As indicated earlier, DePauw University has two branch libraries based on specialized subject collections. Branch libraries attempt to provide more readily available and specialized library services to a particular group. At the same time, branch libraries often entail expensive duplication of staff and materials. This study examined the student use of the two branch libraries in relation to use of the main library.

Table Nine indicates the main library is used more heavily than the two branch libraries in terms of the number of students who circulate library items. The students who circulate items from the main library average more items circulated per student than those students who circulate items from either of the branch libraries. Also, Table Ten indicates that the students seldom borrowed items from more than one library during the semester studied. Of the upperclass students, only a total of twenty-six juniors and seniors circulated items from more than one library.

Almost twenty years ago Jesse Shera argued against branch libraries in his classic article, "How Much is a Physicist's INERTIA Worth?"[24] Both he and William McGrath[25] have pointed out the interdisciplinary needs

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[23]Vernon R. Ritter, "An Investigation of Classroom-Library Relationships on a College Campus as Seen in Recorded Circulation and GPA's" College and Research Libraries, 29 (January, 1968), pp. 34-35.

[24]Jesse H. Shera, "How Much is a Physicist's INERTIA Worth?" Physics Today, 14 (August, 1961), pp. 42-43.

[25]William McGrath, "Disciplinary Interdependence in University Students' Use of Books," (Lafayette, Louisiana: Southwestern Louisiana University, 1976). (Mimeographed.)

TABLE NINE

USE OF INDIVIDUAL DEPAUW UNIVERSITY
LIBRARIES BY STUDENTS

	Main Library	Science Library	Music Library
Total Circulation	9755	360	23
% of Total Circulations	96.2%	3.6%	.2%
Number of Students Circulating Items	1254	112	13
Percent of Total Student Body	56.6%	5.1%	.6%
Average Circulation	7.78	3.21	1.76

TABLE TEN
CIRCULATION FROM DEPAUW UNIVERSITY LIBRARIES BY JUNIORS AND SENIORS ACCORDING TO MAJORS

	MAIN		SCIENCE		MUSIC		NUMBER OF STUDENTS CIRCULATING ITEMS FROM BOTH MAIN LIBRARY AND A BRANCH LIBRARY	
	CIRC.	STUDENTS	CIRC.	STUDENTS	CIRC.	STUDENTS	MAIN & SCIENCE	MAIN & MUSIC
UNDECLARED	22	2	5	2	0	0	1	0
ART	147	13	1	1	0	0	1	0
BOTANY	27	9	2	2	0	0	1	0
COMPUTER SCIENCE	33	2	0	0	0	0	0	0
CHEMISTRY	98	14	49	10	0	0	3	0
COMM. ARTS	414	39	1	1	0	0	1	0
EARTH SCIENCE	13	3	9	5	0	0	1	0
ECONOMICS	741	68	1	1	0	0	0	0
EDUCATION	201	26	4	1	0	0	1	0
ENGLISH	674	60	0	0	0	0	0	0
GERMAN AND RUSSIAN	28	2	0	0	0	0	0	0
HISTORY	501	37	0	0	0	0	0	0
MATH	68	10	18	6	0	0	3	0

TABLE TEN
CONTINUED

	MAIN		SCIENCE		MUSIC		NUMBER OF STUDENTS CIRCULATING ITEMS FROM BOTH MAIN LIBRARY AND A BRANCH LIBRARY	
	CIRC.	STUDENTS	CIRC.	STUDENTS	CIRC.	STUDENTS	MAIN & SCIENCE	MAIN & MUSIC
MUSIC	227	37	11	3	14	7	3	7
NURSING	14	5	0	0	0	0	0	0
PHYSICAL EDUCATION	46	9	0	0	0	0	0	0
PHILOSOPHY AND RELIGION	245	20	1	1	0	0	1	0
PHYSICS	6	4	57	7	0	0	4	0
POLITICAL SCIENCE	399	45	3	1	0	0	1	0
PSYCHOLOGY	438	62	8	4	1	1	2	1
ROMANCE LANGUAGE	192	22	6	1	0	0	1	0
SOCIOLOGY AND ANTHROPOLOGY	240	26	12	1	0	0	1	0
ZOOLOGY	193	32	13	10	1	1	5	0
TOTAL	4967	547	201	57	16	9	26	8

of classroom instructors and students. However, in this study, students tended to use only one library. This pattern of use needs to be explored further to determine whether it comes about due to inertia, a lack of awareness on the students' part of materials in the other libraries, or simply a genuine lack of need to use more than one library.

Conclusions and Discussion

The results of this study indicate that the students of DePauw University exhibit the pattern of non-use of the academic library that other researchers have found since such studies were first conducted during the 1930's. Scholastic aptitude, high school class size, high school class rank, and current scholastic achievement appear to have little influence on student use of the academic library. Within each discipline there is a relatively large number of students who appear to make little use of the library, and overall a small portion of the students accounts for a large segment of total library use.

What then does account for student use and non-use of the library? Several researchers have directed their attention to the role of the classroom teacher in determining student use of the academic library, and their findings indicate that the instructor plays a highly significant role in determining the pattern of student use of the library. Knapp found that ninety-four percent of the library loans at Knox College during the period studied were made for course purposes.[26] Both Knapp[27] and Richard

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[26]Knapp, College Teaching, p. 186.

[27]Ibid., p. 92.

Hostrop[28] found that only a few courses generated a large amount of library use. More recently, John Collins concluded from a study he conducted, "If an instructor does not encourage library use, his students will use the library less for his course than they do for others."[29]

What are the characteristics of those classroom instructors who do encourage their students to use the library? In interviewing such instructors, Hostrop found:

> The assignments given were generally spelled out very explicitly, and frequently the students were provided with specific references to guide their selection of library materials. The instructors continually followed up on assignments made, and informed the students of their library progress. Frequent class discussions of students' reading also appears to have played a major role in stimulating library usage. Emphasis was placed upon proper elements of research--the selection of numerous source materials, adequate footnoting, and the compilation of a suitable bibliography. Indeed, actual practice in how to use the library was an important course objective of some instructors. All of them however, maintained high classroom standards and did not hesitate to inform the students that they expected library work to be of high quality.
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> Finally, the interview left the impression that library-impelling instructors were themselves fond of books, which suggests the likelihood that in some part this attitude proved infectious to some students.[30]

Even without careful study, librarians have long realized the importance of the classroom instructor in determining student library use and the relative ineffectiveness of some of their own efforts.

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[28] Richard Windred Hostrop, "The Relationship of Academic Success and Selected Other Factors to Student Use of Library Materials at College of the Desert" (unpublished EdD dissertation, University of California-Los Angeles, 1966), p. 100.

[29] John Collins, "Student Library Use--A Matter of Encouragement," West Virginia Libraries, XXXI (Winter, 1978), p. 21.

[30] Hostrop, "Academic Success and Student Use of Library Materials," pp. 157-158.

In 1936, Douglas Waples pointed out that:

> The decision by an instructor of Freshman English to add ten titles to his reading list may do more to increase the total circulation than all the incentives the library staff can apply.[31]

A few years later (1942), Lewis Steig told librarians that:

> Special shelves, displays, book lists, publicity--all the advertising devices that librarians use to increase circulation of recreational reading--may have some effect upon the student who is already a reader, but that they do much to convert non-readers seems highly questionable.[32]

The fact, as demonstrated by this study, that students appear to be using (or not using) the library today to the same degree they did more than forty years ago indicates that classroom instructors have not significantly changed their views toward the library, and librarians have been largely unsuccessful in influencing classroom instructors.

Despite the glowing statements in most college catalogs about providing skills to the students for life-long learning, and the tremendous growth of academic library collections since World War II, academic libraries remain to a large degree unused. A question long overdue for an answer is the question asked by Harvie Branscomb in 1940: "The question must be raised whether we need these large libraries, if present teaching methods continue."[33] As long as classroom instructors view the library as a resource for research rather than teaching,[34] a majority of the students

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[31]Douglas Waples, and others, The Library, IV, Evaluation of Higher Institutions (Chicago: The University of Chicago Press, 1936), p. 59.

[32]Lewis Steig, "Circulation Records and the Study of College-Library Use," Library Quarterly, 12 (January, 1942), p. 104.

[33]Branscomb, Teaching With Books, p. 8.

[34]Evan Ira Farber, "Limiting College Library Growth: Bane or Boon?" The Journal of Academic Librarianship, 1 (November, 1975), p. 13.

will make little use of the library, and, as recent studies indicate,[35] the bulk of the library collection will go unused.

With the current period of retrenchment in higher education, administrators are looking for ways to reduce costs, and the library may find itself hard pressed to justify the acquisition of materials that remain unused or used only by a minority of the students. Librarians need to become even more active in insuring that the library does play an important role in higher education and that library budgets are not slashed in such a manner that will affect libraries adversely for generations.

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[35]"Pitt Study Pegs Faculty Acquisition Patterns," Library Journal, 102 (July, 1977), p. 1438.

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